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ABSTRACT

Two hundred fourteen graduates of seven occupational disciplines constituted the survey population for this 1970-74 follow-up study. The 141 usable responses to the mail survey represent a 65.9 percent rate of return. The survey instrument was desgined to initiate responses from the graduates in terms of: (1) appropriateness of the course of study to the work situation; (2) possible improvements of the course of study; (3) work history; (4) name and address of present employer and supervisor; (5) the nature of work; and (6) salary. Upon receipt and tabulation of the data, a second questionnaire was prepared and mailed to employers and supervisors to determine the adequacy of training from the college with reference to the needs of the employment position. A usable return of 86 responses (81.9 percent) was received. Results indicate that a majority of the graduates are working full-time in positions directly related to their area of study; the graduates have found the curriculum presented by the college appropriate to their work responsibilities, and are satisfied and impressed with the quality of instruction at Maple Woods Community College; employers were satisfied and impressed with the graduates in terms of their skills, general preparation, and attitude toward work. (NHM)

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FOLLOW-UP OF MAPLE WOODS COMMUNITY COLLEGE OCCUPATIONAL GRADUATES 1970 - 1974

FINAL REPORT BY
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MARCH 1975

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CHAPTER I

PURPOSES/INTRODUCTION

Every employed person at one point or another in his working life, arrives at a point in which he asks questions concerning his personal output. Such questions as: "What is my product?", "Where is my product now?", "What is my product doing?", "What is the success of my product?".

In like manner, organizations are continually in the process of evaluating the output of their organizational effort. A manufacturing company carries on an evaluation process in an effort to determine customer satisfaction or dissatisfaction, as the case may be, with their product.

Those people involved in the area of education of persons preparatory to entering the world of work are not immune from this inquiring process as to the status of their product; in this case, graduates of their various educational programs. More often than not, this desire to be informed as to the results of the educational process is premised in a concern related to internal desires to be certain that their efforts in behalf of preparing people for the world of work are, in fact, appropriate for the area of training. Unfortunately, these desires are, as a result of the pressures of time and resources, often laid aside or only

informally satisfied through occasional correspondence as a result of friendships developed with students.

Institutions engaged in preparation of individuals for work, as they mature, find themselves in a situation of requiring feedback from the products of their educational processes in order to assess, as well as possible, the institutional impact and curricular offerings in terms of student and employer needs.

Purpose of the Study

The purpose, then, of this study is to formally initiate a follow-up study of graduates of Maple Woods Community College in the disciplines of aviation maintenance, electronics technology, secretarial science, business administration and administration of justice.

Review of Related Literature

Follow-up studies have been conducted by numerous educational institutions. Unfortunately, the majority of the reports are not widely circulated in the professional literature associated with institutions of higher education. Those institutional reports that do find their way to the professional journal are designed specifically for the institution undertaking the study. The review of literature, then, becomes one of not being concerned with the results so much as an attempt to determine strategies that may be adapted to the individual institutional study.

CHAPTER II

PROCEDURES/METHOD

Data collection in the area of social survey research has traditionally been a problem for the investigator of a particular question. Various methods of data collection have been used that range from a personal interview, telephone intorvie s and token economy systems in which the respondent is rewarded, to the mail questionnaire. Each has its advantages and disadvantages associated with the process selected. A personal interview is time consuming and costly. The telephone survey approaches only those respondents who are available via that medium. A token economy is costly and cumbersome. The mail questionnaire experiences a habitual low-rate of respondent return.

Data Collection Method

For purposes of economy and speed, this project incorporated the mail questionnaire method of data gathering, even though the investigator recognizes the inherent dangers of bias resulting from the use of the mail questionnaire. Several techniques are used as traditional methods to be used in increasing the respondent rate with the mail questionnaire. These techniques include the use of postal cards for follow-up of the initial mailing, second letters and questionnaires to encourage response, and the use of telephone requests to increase response. These techniques

were incorporated into the plan for obtaining data necessary to complete the study. In addition, a plan used by Snelling (9) in his follow-up study which resulted in a 93% return was incorporated. That plan involved the use of a personalized letter to each respondent from the instructor in the program from which the student graduated. That personalized letter was accomplished by utilizing the Magnetic Tape Selectric Typewriter available in the Metropolitan District Community College District Office.

Population

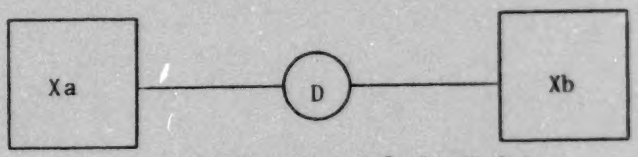
Graduates of Maple Woods Community College from May 1970 through June 1974 constituted the survey population. The population totals 214 graduates. The population criterion is the receipt of a certificate or Associate in Applied Science degree, whichever the student has obtained last. The rationale for using the last document received relates to the fact that some graduates receive first a certificate and then continue to the awarding of an Associate in Applied Science degree.

The survey instrument was designed to initiate responses from the graduates in terms of:

1. Appropriateness of the course of study to the work situation.
2. Work history, including the number of years/months at the present job and the number of previous jobs.
3. The name and address of present employer and supervisor.
4. The nature of work.
5. Can the course of study be improved? How? Specify. (i.e. adding courses, topics, change of emphasis, addition of emphasis).

6. Salary Ranges
7. Use of college Job Placement services, provided they were available at the time of graduation.
8. If not employed, are the respondents available for employment?
9. Are the respondents in the Armed Services?

Upon receipt and tabulation of the data, a second questionnaire was prepared and forwarded to employers and supervisors to determine the adequacy of training from the college with reference to the needs of the employment position. The basic design model is one of the two cell study identified as Model 2 in McGrath, Research Methods and Designs for Education, (8:84-85; 111).



Explanation of the Model

The two cell study model in this specific application utilizes populations in the pre/post observation method. Cell Xa refers to the population of graduates from Maple Woods Community College with certificates or Associate in Applied Science degrees in occupational programs. The Xa assumes a common set of characteristics for inclusion in the cell. Cell Xb refers to the population of Xa insofar as the post-observation is concerned. Simply put, Xa is an observed or identified group from a specific point in the past (pre-observation), and Xb is an observed or identified group at a specific point subsequent to Xa (post-observation). The difference (D) represents the change between the pre-observation and post-observation cells, in this case, what has happened to the

graduates from graduation until the date of the post-observation.

Operational specifications for this two cell study model include:

1. A specified group at hand (i.e. the population of graduates from Maple Woods Community College with certificates or Associate in Applied Science degrees with occupational program majors during the period of May, 1970 through June, 1974).
2. Descriptive statistics in the form of frequency distributions and mean scores and percentages.
3. Internal validity insofar as the assumption that the responses obtained on the questionnaire reflect the true status of the graduates.

CHAPTER III

FINDINGS

Introduction

The purpose of this study was to formally initiate a follow-up of Maple Woods Community College Occupational Graduates completing program requirements during the period of May 1970 through June 1974.

Graduates during this period numbered 214 in all disciplines and were divided as illustrated below in Table 1.

TABLE 1

GRADUATES BY DISCIPLINE

Disciplines	Graduates	Responses	% Response
Administration of Justice	30	21	70.0
Aviation Maintenance	38	24	63.2
Business Administration	21	15	71.4
Drafting	2	0	00.0
Electronics Technology	54	34	63.0
Mid-Management	8	6	75.0
Secretarial Science	61	41	67.2
TOTAL	214	141	65.9

Two hundred and fourteen survey instruments were mailed to the total population of graduates. Instruments returned in usable condition numbered 141 or 65.9 percent. The 141 responses represent a sample sufficient to provide a confidence level greater than 95 percent that the responses of the sample do not vary more than 5 percentage points from the total graduate population.

Eighteen graduates (8.4 percent) were not available for surveying due to no forwardable address, and 55 graduates (25.7 percent) did not respond to the survey instrument. Several techniques were used to increase the response rate including a reminder postcard, telephone call and advertising to locate current addresses for graduates.

In addition, 105 survey instruments were mailed to the present employer indicated on the graduate's instrument. A return response of 86 questionnaires (81.9 percent) was received.

Graduates Responses

Tables 2 and 3 illustrate the graduate's present status. Of the 141 responses, 85.8 percent were employed full time or in the Military while 5.7 percent were unemployed. Three graduates who responded that they were unemployed were not available for employment, thus reducing the actual unemployed percent to 3.5. In addition, 38 graduates (27.0 percent) were enrolled in additional studies leading to an additional two-year, four-year or graduate degree (Table 3).

The mean grade point average (GPA) for students attending four-year schools was 3.155 (10 students), while the mean GPA for graduates attending a two-year school was 3.048 (20 students). The overall mean GPA was 3.083 (30 students).

TABLE 2

PRESENT STATUS

*Discipline	N	Working Full Time		Working Part Time		House-keeping		Military		Unemployed		TOTAL	
		N	%	N	%	N	%	N	%	N	%	N	%
ADJU	21	20	95.2	1	4.8	0	00.0	0	00.0	0	00.0	21	100.0
AVMT	24	18	75.0	2	8.3	0	00.0	1	4.2	3	12.5	24	100.0
BSAD	15	12	80.0	1	6.7	0	00.0	0	00.0	2	13.3	15	100.0
ELTE	34	32	94.1	1	2.9	0	00.0	0	00.0	1	2.9	34	100.0
MdMGT	6	4	66.7	2	33.3	0	00.0	0	00.0	0	00.0	6	100.0
SECR	41	34	82.9	4	9.8	1	2.4	0	00.0	2	4.9	41	100.0
TOTAL	141	120	85.1	11	7.8	1	0.7	1	0.7	8	5.7	141	100.0

TABLE 3

ATTENDING SCHOOL**

Discipline	N	Full Time		Part Time		Total		% of Total in School	
		N	%	N	%	N	%	N Total	% Total
ADJU	8	3	37.5	5	62.5	8	100.0	21	38.1
AVMT	9	8	88.9	1	11.1	9	100.0	24	37.5
BSAD	6	3	50.0	3	50.0	6	100.0	15	40.0
ELTE	6	3	50.0	3	50.0	6	100.0	34	17.7
MdMGT	2	2	100.0	0	00.0	2	100.0	6	33.3
SECR	7	2	28.6	5	71.4	7	100.0	41	17.1
TOTAL	38	21	55.3	17	44.7	38	100.0	141	27.0

**See Appendix A for Summary of Institutions and Major

*Discipline

ADJU - Administration of Justice
AVMT - Aviation Maintenance
BSAD - Business Administration
ELTE - Electronics Technology
MdMGT - Mid-Management
SECR - Secretarial Science

Some of the graduates enrolled in school represent students in Aviation Maintenance and Secretarial Science who received either a certificate or degree in one option and are continuing to complete a certificate or degree in another option.

Of those students working full time or in the Military, 81 percent were employed in occupations directly related to the area in which they were enrolled while attending Maple Woods Community College (Table 4). Within the six disciplines, the graduates of the Secretarial Science program were employed most in jobs that directly related to their college work (97.1 percent). In no case within disciplines was employment in the area trained less than 50 percent.

TABLE 4

PRESENT WORK RELATED TO TRAINING*
FULL TIME

Discipline	N	Yes		No		Partly		No Response		Total	
		N	%	N	%	N	%	N	%	N	%
ADJU	20	17	85.0	3	15.0	0	0.0	0	0.0	20	100.0
AVMT	19	11	57.9	6	31.6	2	10.5	0	0.0	19	100.0
BSAD	12	8	66.7	3	25.0	1	8.3	0	0.0	12	100.0
ELTE	32	27	84.4	5	15.6	0	0.0	0	0.0	32	100.0
MdMGT	4	2	50.0	2	50.0	0	0.0	0	0.0	4	100.0
SECR	34	33	97.1	0	00.0	1	2.9	0	0.0	34	100.0
**TOTAL	121	98	81.0	19	15.7	4	3.3	0	0.0	121	100.0

*Responses to question 2d on the questionnaire **Includes one in the Military

Approximately 20 percent of the graduates reported that they had been at their present job from seven to twelve months while approximately 19 percent indicated a tenure greater than 55 months (Table 5).

TABLE 5

TIME IN PRESENT JOB*

Discipline	N	MONTHS																					
		0-6		7-12		13-18		19-24		25-30		31-36		37-42		43-48		49-54		55+		NR	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADJU	21	3	14.3	3	14.3	0	00.0	1	4.8	2	9.5	1	4.8	1	4.8	1	4.8	2	9.5	7	33.3	0	00.0
AVMT	24	3	12.5	3	12.5	3	12.5	1	4.2	0	00.0	1	4.2	0	00.0	0	00.0	1	4.2	7	29.2	5	20.8
BSAD	15	2	13.3	2	13.3	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	7	46.7	4	26.7
ELTE	34	5	14.7	11	32.4	5	14.7	4	11.8	1	2.9	1	2.9	1	2.9	1	2.9	0	00.0	3	8.8	2	2.9
MdMGT	6	0	00.0	2	33.3	0	00.0	2	33.3	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	2	33.3
SECR	41	5	12.2	8	19.5	9	22.0	4	9.8	2	4.9	2	4.9	0	00.0	1	2.4	0	00.0	3	7.3	7	17.1
TOTAL	141	18	12.8	29	20.6	17	12.1	12	8.5	5	3.6	5	3.6	2	1.4	3	2.1	3	2.1	27	19.2	20	14.2

The graduates were asked to indicate their beginning monthly salary and current monthly salary they received in their present job. Table 6a and 6b present the frequency distributions by discipline for the categories of salary requested. The range was between a low of $250.00 and a high of $2000.00 per month in the beginning classification and a low of $250.00 and a high of $2650.00 per month for the present classification. It is difficult to determine the impact of the various programs in terms of salary because of extraneous factors of longevity and seniority in jobs. In some cases, however, the graduates volunteered additional information that indicated they received significant salary increases due to their preparation at Maple Woods Community College.

In order to determine the appropriateness of the total training received at Maple Woods to the graduates present job, the graduates were asked to indicate their assessment of their particular program of study. Eighty-five graduates (60.3 percent) indicated that they believed their Maple Woods training was appropriate to their present job and 17.7 percent indicated that it was partly appropriate. These percentages in total relate reasonably well to the percentages reported in Table 4 (Relation of area of training to present job). In Table 4, 84.3 percent of the graduates were employed in jobs either directly related to training or partly related. As observed in Table 7, 78 percent of the graduates indicated that in their opinion their training was directly or partly related to their present job. Additionally, the 15.7 percent (Table 4) and 14.9 percent (Table 7) indication of no relationship compares closely with each other.

The data indicates that the graduates are relatively stable in that 61.0 percent have held only one job since leaving Maple Woods (Table 8).

TABLE 6a

FULL TIME BEGINNING SALARY IN PRESENT JOB

Discipline	N	BEGINNING MONTHLY SALARY																					
		120-373		374-647		648-881		882-1135		1136-1389		1390-1643		1644-1897		1898-2151		2152-2405		2406-2659		NR	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADJU	20	2	10.0	8	40.0	8	40.0	1	5.0	1	5.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0
AVMT	22	2	9.1	8	36.4	2	9.1	3	13.6	0	00.0	0	00.0	0	00.0	1	4.5	0	00.0	0	00.0	6	27.3
BSAD	14	2	14.3	6	42.9	2	14.3	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	4	28.6
ELTE	33	1	3.0	11	33.3	17	51.5	2	6.1	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	2	6.1
MdMGT	4	0	00.0	4	100.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0
SECR	37	6	16.2	25	67.6	2	5.4	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	4	10.8
TOTAL	130	13	10.0	62	47.7	31	23.8	6	4.6	1	0.8	0	00.0	0	00.0	1	0.8	0	00.0	0	00.0	16	12.3

TABLE 6b

FULL TIME CURRENT SALARY IN PRESENT JOB

		PRESENT MONTHLY SALARY																					
		120-373		374-647		648-881		882-1135		1136-1389		1390-1643		1644-1897		1898-2151		2152-2405		2406-2659		NR	
Discipline	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADJU	20	0	00.0	1	5.0	6	30.0	8	40.0	4	20.0	0	00.0	1	5.0	0	00.0	0	00.0	0	00.0	0	00.0
AVMT	22	0	00.0	3	13.6	0	00.0	8	36.4	5	22.7	0	00.0	0	00.0	0	00.0	0	00.0	1	4.5	5	22.7
BSAD	14	0	00.0	4	28.6	0	00.0	4	28.6	2	14.3	1	7.1	0	00.0	0	00.0	0	00.0	0	00.0	3	21.4
ELTE	33	0	00.0	3	9.1	17	51.5	7	21.2	3	9.1	1	3.0	0	00.0	0	00.0	0	00.0	0	00.0	2	6.1
MdMGT	4	0	00.0	2	50.0	1	25.0	1	25.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0
SECR	37	1	2.7	29	78.4	4	10.8	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	0	00.0	3	8.1
TOTAL	130	1	0.8	42	32.3	28	21.5	28	21.5	14	10.8	2	1.5	1	0.8	0	00.0	0	00.0	1	0.8	13	10.0

TABLE 7

APPROPRIATENESS OF TRAINING TO PRESENT JOB

Discipline	N	YES		NO		PARTLY		NR		TOTAL	
		N	%	N	%	N	%	N	%	N	%
ADJU	21	16	76.2	4	19.0	1	4.8	0	00.0	21	100.0
AVMT	24	7	29.2	7	29.2	7	29.2	3	12.5	24	100.0
BSAD	15	5	33.3	3	20.0	5	33.3	2	13.3	15	100.0
ELTE	34	24	70.6	4	11.8	4	11.8	2	5.9	34	100.0
MdMGT	6	4	66.7	0	00.0	2	33.3	0	00.0	6	100.0
SECR	41	29	70.7	3	7.3	6	14.6	3	7.3	41	100.0
TOTAL	141	85	60.3	21	14.9	25	17.7	10	7.1	141	100.0

TABLE 8

NUMBER OF JOBS SINCE GRADUATION

Discipline	N	JOBS													
		One		Two		Three		Four		Five		NR		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADJU	21	18	85.7	2	9.5	0	00.0	0	00.0	0	00.0	1	4.8	21	100.0
AVMT	24	13	54.2	3	12.5	0	00.0	0	00.0	0	00.0	8	33.3	24	100.0
BSAD	15	10	66.7	1	6.7	1	6.7	0	00.0	0	00.0	3	20.0	15	100.0
ELTE	34	23	67.6	6	17.6	2	5.9	0	00.0	1	2.9	2	5.9	34	100.0
MdMGT	6	3	50.0	1	16.7	0	00.0	0	00.0	0	00.0	2	33.3	6	100.0
SECR	41	19	46.3	8	19.5	5	12.2	1	2.4	1	2.4	7	17.1	41	100.0
TOTAL	141	86	61.0	21	14.9	8	5.7	1	0.7	2	1.4	23	16.3	141	100.0

An additional 14.9 percent have held two jobs. Administration of Justice graduates were especially significant in their stability at only one job since leaving Maple Woods (85.7 percent).

Table 9 illustrates the graduates' assessment of their specific course work in terms of suitability to their work since leaving Maple Woods Community College. For the most part, the graduates thought that the course work was relevant to their work experiences since 72.4 percent indicated a suitability of excellent or good. Only 0.7 percent thought the course work to be of poor suitability to their work experiences (Table 9).

TABLE 9

SUITABILITY OF COURSE WORK

		SUITABILITY											
		Excellent		Good		Fair		Poor		NR		Total	
Discipline	N	N	%	N	%	N	%	N	%	N	%	N	%
ADJU	21	10	47.6	7	33.3	1	4.8	0	00.0	3	14.3	21	100.0
AVMT	24	2	8.3	8	33.3	5	20.8	0	00.0	9	37.5	24	100.0
BSAD	15	0	00.0	8	53.3	3	20.0	1	6.7	3	20.0	15	100.0
ELTE	34	11	32.4	13	38.2	6	17.6	0	00.0	4	11.8	34	100.0
MdMGT	6	2	33.3	3	50.0	1	16.7	0	00.0	0	00.0	6	100.0
SECR	41	16	39.0	22	53.7	1	2.4	0	00.0	2	4.9	41	100.0
TOTAL	141	41	29.1	61	43.3	17	12.1	1	0.7	21	14.9	141	100.0

The graduates, when asked if there were any suggestions for program change, were equally divided in yes and no responses with 65 and 64 respectively (Table 10). Between disciplines, Electronics Technology graduates expressed the need to expand program offerings to include computer applications

most consistently (61.8 percent). For a summary of suggestions for program change expressed by the graduates, see Appendix B.

TABLE 10

SUGGESTION FOR PROGRAM CHANGE

Discipline	N	SUGGESTIONS							
		No		Yes*		NR		Total	
		N	%	N	%	N	%	N	%
ADJU	21	12	57.1	7	33.3	2	9.5	21	100.0
AVMT	24	9	37.5	11	45.8	4	16.7	24	100.0
BSAD	15	5	33.3	8	53.3	2	13.3	15	100.0
ELTE	34	11	32.4	21	61.8	2	5.9	34	100.0
MdMGT	6	2	33.3	4	66.7	0	00.0	6	100.0
SECR	41	25	61.0	14	34.1	2	4.9	41	100.0
TOTAL	141	64	45.4	65	46.1	12	8.5	141	100.0

*See Appendix B for Summary of Suggestions

Instruction at Maple Woods received an overwhelming vote of confidence from the graduates which is reflected by the fact that 94.3 percent responded in the excellent and good category to the item requesting an assessment of instruction (Table 11). No responses of poor assessment were recorded.

The primary reason for Maple Woods enrollment most frequently indicated was to prepare for a career (65.2 percent). To prepare for advancement in the presently employed company was the second most frequent reason cited and was most prevalent in the disciplines of Administration of Justice and Aviation Maintenance Technology (Table 12).

TABLE 11

ASSESSMENT OF MAPLE WOODS INSTRUCTION

Discipline	N	ASSESSMENT											
		Excellent		Good		Fair		Poor		NR		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
ADJU	21	12	57.1	8	38.1	0	00.0	0	00.0	1	4.8	21	100.0
AVMT	24	6	25.0	16	66.7	1	4.2	0	00.0	1	4.2	24	100.0
BSAD	15	4	26.7	9	60.0	1	6.7	0	00.0	1	6.7	15	100.0
ELTE	34	19	55.9	15	44.1	0	00.0	0	00.0	0	00.0	34	100.0
MdMGT	6	2	33.3	3	50.0	1	16.7	0	00.0	0	00.0	6	100.0
SECR	41	25	61.0	14	34.1	1	2.4	0	00.0	1	2.4	41	100.0
TOTAL	141	68	48.2	65	46.1	4	2.8	0	00.0	4	2.8	141	100.0

TABLE 12

PRIMARY PURPOSE FOR MAPLE WOODS ENROLLMENT

Discipline	N	PURPOSE *									
		A		B		C		D		Total	
		N	%	N	%	N	%	N	%	N	%
ADJU	21	5	23.8	5	23.8	1	4.8	10	47.6	21	100.0
AVMT	24	1	4.2	15	62.5	1	4.2	7	29.2	24	100.0
BSAD	15	2	13.3	7	46.7	1	6.7	5	33.3	15	100.0
ELTE	34	1	2.9	27	79.4	3	8.8	3	8.8	34	100.0
MdMGT	6	0	00.0	5	83.3	0	00.0	1	16.7	6	100.0
SECR	41	6	14.6	33	80.5	1	2.4	1	2.4	41	100.0
TOTAL	141	15	10.6	92	65.2	7	5.0	27	19.1	141	100.0

*Purposes listed in questionnaire

A - To upgrade your skills in your job performance
B - To prepare yourself for a career
C - To prepare yourself for a change in career
D - To prepare yourself for advancement in your employer's company

Eight graduates were unemployed (see Table 2) and of the eight, five were available for employment. Those five graduates were referred to the Job Placement Specialist for assistance. The five unemployed graduates represented 3.5 percent of the graduates.

A variety of methods were used by the graduates to obtain their first employment after graduation from Maple Woods Community College (Table 13). Efforts by the graduates accounted for 30.5 percent of the responses followed by other methods (22.0 percent) primarily by being already employed at graduation.

When asked to respond to a question regarding use of college placement services, 68.1 percent indicated that they would have utilized such services had they been available to the graduates upon program completion (Table 14).

Employer Responses

A separate survey instrument was mailed to 105 employers to ascertain their assessment of the graduates' preparation, skill performance, attitude toward work and to request any suggestions for improvement of the program.

A usable return of 86 instruments (81.9 percent) was received. The 86 returns provide a sample sufficient to provide a confidence level greater than 95 times out of 100 that the responses of the sample do not vary more than 5 percentage points from the total population of 105 employers.

Table 15 illustrates the employers assessment of the graduates' degree of preparation in terms of general job requirements. No poor responses were indicated, allowing 94.2 percent of the responses to be fair and above. Only 10.5 percent of the responses were in the fair category.

TABLE 13

METHOD USED TO OBTAIN FIRST EMPLOYMENT

Discipline	N	METHOD*																	
		A		B		C		D		E		F		G**		NR		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ADJU	21	7	33.3	0	00.0	0	00.0	0	00.0	1	4.8	0	00.0	10	47.6	3	14.3	21	100.0
AVMT	24	3	12.5	2	8.3	1	4.2	0	00.0	3	12.5	1	4.2	5	20.8	9	37.5	24	100.0
BSAD	15	2	13.3	1	6.7	0	00.0	0	00.0	1	6.7	1	6.7	5	33.3	5	33.3	15	100.0
ELTE	34	15	44.1	6	17.6	0	00.0	1	2.9	3	8.8	2	5.9	6	17.6	1	2.9	34	100.0
MdMGT	6	2	33.3	0	00.0	1	16.7	1	16.7	0	00.0	0	00.0	1	16.7	1	16.7	6	100.0
SECR	41	14	34.1	12	29.3	0	00.0	3	7.3	4	9.8	2	4.9	4	9.8	2	4.9	41	100.0
TOTAL	141	43	30.5	21	14.9	2	1.4	5	3.5	12	8.5	6	4.3	31	22.0	21	14.9	141	100.0

*Method
A - On your Own
B - Instructor's assistance
C - Missouri Division of Employment Security
D - Private employment agency
E - Friend
F - Relative
**G - Other (See Appendix C for Summary of Responses

TABLE 14

USE OF COLLEGE PLACEMENT SERVICES

Discipline	N	RESPONSE							
		Yes		No		NR		Total	
		N	%	N	%	N	%	N	%
ADJU	21	9	42.9	9	42.9	3	14.3	21	100.0
AVMT	24	17	70.8	6	25.0	1	4.2	24	100.0
BSAD	15	9	60.0	4	26.7	2	13.3	15	100.0
ELTE	34	26	76.5	6	17.6	2	5.9	34	100.0
MdMGT	6	3	50.0	3	50.0	0	00.0	6	100.0
SECR	41	32	78.0	7	17.1	2	4.9	41	100.0
TOTAL	141	96	68.1	35	24.8	10	7.1	141	100.0

TABLE 15

DEGREE OF PREPARATION AS RELATED TO
GENERAL JOB REQUIREMENTS*

Discipline	N	Excellent		Good		Fair		Poor		NR		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
ADJU	14	7	50.0	6	42.9	1	7.1	0	00.0	0	00.0	14	100.0
AVMT	10	0	00.0	5	50.0	3	30.0	0	00.0	2	20.0	10	100.0
BSAD	10	4	40.0	5	50.0	0	00.0	0	00.0	1	10.0	10	100.0
ELTE	22	5	22.7	13	59.1	2	9.1	0	00.0	2	9.1	22	100.0
MdMGT	4	3	75.0	1	25.0	0	00.0	0	00.0	0	00.0	4	100.0
SECR	26	13	50.0	10	38.5	3	11.5	0	00.0	0	00.0	26	100.0
TOTAL	86	32	37.2	40	46.5	9	10.5	0	00.0	5	5.8	86	100.0

*Employers' Questionnaire

TABLE 16

LEVEL OF SKILL PERFORMANCE*

Discipline	N	Excellent		Good		Fair		Poor		NR		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
ADJU	14	6	42.9	7	50.0	1	7.1	0	00.0	0	00.0	14	100.0
AVMT	10	0	00.0	5	50.0	3	30.0	0	00.0	2	20.0	10	100.0
BSAD	10	5	50.0	3	30.0	1	10.0	0	00.0	1	10.0	10	100.0
ELTE	22	8	36.4	10	45.5	3	13.6	0	00.0	1	4.5	22	100.0
MdMGT	4	3	75.0	1	25.0	0	00.0	0	00.0	0	00.0	4	100.0
SECR	26	13	50.0	9	34.6	4	15.4	0	00.0	0	00.0	26	100.0
TOTAL	86	35	40.7	35	40.7	12	14.0	0	00.0	4	4.7	86	100.0

TABLE 17

ATTITUDE TOWARD WORK*

Discipline	N	Excellent		Good		Fair		Poor		NR		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
ADJU	14	10	71.4	4	28.6	0	00.0	0	00.0	0	00.0	14	100.0
AVMT	10	3	30.0	6	60.0	0	00.0	0	00.0	1	10.0	10	100.0
BSAD	10	6	60.0	3	30.0	0	00.0	0	00.0	1	10.0	10	100.0
ELTE	22	12	54.5	10	45.5	0	00.0	0	00.0	0	00.0	22	100.0
MdMGT	4	2	50.0	2	50.0	0	00.0	0	00.0	0	00.0	4	100.0
SECR	26	13	50.0	12	46.2	1	3.8	0	00.0	0	00.0	26	100.0
TOTAL	86	46	53.5	37	43.0	1	1.2	0	00.0	2	2.3	86	100.0

*Employers' Questionnaire

Categories of Excellent and Good received equal assessments from employers in terms of the level of skill performance on the part of Maple Woods graduates (40.7 percent - Table 16). Again, no categories of poor skill performance were indicated by the employers. All categories of excellent, good and fair accounted for 95.4 percent of the responses.

Assessments of the graduates attitude toward work were 96.5 percent in the combined excellent and good categories (53.5 and 43.0 percent respectively). No poor and only one fair response was indicated.

No suggestions for program change was indicated by 62.8 percent of the employers. Those employers who indicated a suggestion or comment represented 17.4 percent of the 86 respondents. (See Appendix C for a Summary of Comments and Suggestions).

TABLE 18

SUGGESTIONS IN PREPARING PEOPLE FOR JOBS*

Discipline	N	YES		NO		NR		TOTAL	
		N	%	N	%	N	%	N	%
ADJU	14	5	35.7	7	50.0	2	14.3	14	100.0
AVMT	10	1	10.0	8	80.0	1	10.0	10	100.0
BSAD	10	1	10.0	7	70.0	2	20.0	10	100.0
ELTE	22	4	18.2	13	59.1	5	22.7	22	100.0
MdMGT	4	2	50.0	2	50.0	0	00.0	4	100.0
SECR	26	2	7.7	17	65.4	7	26.9	26	100.0
TOTAL	86	15	17.4	54	62.8	17	19.8	86	100.0

*Employers' Questionnaire

CHAPTER IV

CONCLUSIONS

Introduction

The purpose of this inquiry was to initiate a formal follow-up study of Maple Woods Community College Occupational Graduates for the period 1970-1974. Graduates of the various programs numbered 214 during that time period and constituted the sample for the investigation. Usable responses totaled 141 representing 65 percent of the sample. Additionally, 105 employers were asked to respond to a survey instrument regarding their assessment of graduate preparedness. Eighty-six usable instruments were returned representing 81.9 percent of the sample.

Conclusions

Based upon the findings reported in Chapter III, the following conclusions are drawn:

1. A majority of the graduates are working full time in positions directly related to their area of study.
2. The graduates are relatively stable in their jobs insofar as there is little job fluctuation reported.

3. The graduates have found in their work experience that the curriculum presented by the college is appropriate to their work responsibilities, and specifically their technical area course work is particularly suited to their job function. As a result, the graduates are about equally split on suggestions or no suggestions for program change. Program change suggestions centered on a need to increase real work simulations and practice.
4. The graduates are satisfied and impressed with the quality of instruction at Maple Woods Community College and believe the instruction to be superior in nature.
5. The primary purpose for enrolling at Maple Woods Community College was to prepare for a career, a response that would be expected of students entering the occupational programs.
6. The majority of graduates obtained their first job after graduation on their own; however, the college job placement service was determined to be a useful service insofar as the graduates would have used it if it were available to them.
7. Employers were satisfied and impressed with the graduates of Maple Woods Community College in terms of their skills, general preparation and attitude toward work.

CHAPTER V

RECOMMENDATIONS

Recommendations advanced as a result of this investigation are listed below:

1. The various programs should continue to strive to keep abreast of developments within their discipline as they relate to the world of work. Advisory Committees should be utilized to the fullest extent possible.
2. Faculty members should attempt to maintain contact with their area of speciality by use of work experience in their area through sabbatical or summer periods to preserve their expertise in "real world" applications.
3. Disciplines should constantly review their instructional process in order to maintain their effectiveness in instruction.
4. Planning should be initiated in the area of equipment replacement and acquisition in order to maintain parity with the world of work in technological advances.
5. Regular follow-up studies of Occupational Graduates should be initiated on an every-other-year basis and include the graduating class at five years, three years and one year.

6. The Job Placement office should continue to develop a program of placement services for graduates.
7. The college personnel should feel a sense of accomplishment from positive reactions of graduates to the various programs of study.

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APPENDIX A

SUMMARIES OF INSTITUTIONS/MAJORS

SUMMARIES OF INSTITUTIONS/MAJORS

Aviation Maintenance Technology

Colleges being attended:
- Maple Woods Community College
- Central Missouri State University
- Park College

Majors:
- Business
- Aviation Maintenance Technology
- Electronics Technology
- Engineering
- Economics

Business Administration

Colleges being attended:
- Rockhurst College
- Missouri Western College
- Park College
- William Jewell College

Majors:
- Business Administration
- Marketing
- Economics

Electronics Technology

Colleges being attended:
- Longview Community College
- University of Missouri - Columbia
- Maple Woods Community College
- Penn Valley Community College
- Park College

Majors:
- Electrical Engineering
- Mathematics

Mid-Management

Colleges being attended:
- Central Missouri State University
- University of Missouri-Kansas City

Majors:
- Accounting
- Business Administration

Secretarial Science

Colleges being attended:
- Maple Woods Community College
- Penn Valley Community College

SUMMARIES OF INSTITUTIONS/MAJORS

Secretarial Science (continued)

Majors:

Home Economics
English
Hobby
Secretarial
Respiration Therapy

APPENDIX B

SUGGESTIONS FOR PROGRAM CHANGE FROM STUDENT QUESTIONNAIRE

SUGGESTIONS FOR PROGRAM CHANGE FROM STUDENT QUESTIONNAIRE

1. Become more involved in Local Law Enforcement and assist in determining needs. Improve instructional quality. (ADJU)

2. More Field work. (ADJU)

3. At the time I attended Maple Woods, there were no courses offered in criminalistics. (ADJU)

4. I received my degree in ADJU and no one informed me that there was a minimum vision requirement to meet to be a police officer. I feel counselors should inform students of requirements for various occupations especially since you offer a degree in ADJU. (ADJU)

5. The instructors in the Criminal Justice Department, during my enrollment, had practical experience in the field, and I believe this is vital in providing comprehensive, realistic as well as theoretical education.

6. Instruct on a more realistic basis rather than an idealistic basis. (ADJU)

7. More Law Enforcement courses per semester. (ADJU)

8. Aid students more actively in job placement following graduation. (AVMT)

9. Bring in airworthy aircraft for shop instructions and demonstrations. Much more navigation and communication equipment should be acquired for shop program. (AVMT)

10. There should be more understanding between the students and school officials as to what is required for the associates degree. (AVMT)

11. At the time I was in the A & P program there was a lack of courses dealing specifically with helicopters. This was an area of the program that I felt needed improvement. (AVMT)

12. Use of more live aircraft in the Aviation Maintenance program. (AVMT)

13. Have more working airplanes to work on. (AVMT)

14. Have a welding class that would offer different types of welding and more time to do so. (AVMT)

15. More live training. (AVMT)

16. Need more and better equipment for the shop; more and different aircraft. (AVMT)

SUGGESTIONS FOR PROGRAM CHANGE FROM STUDENT QUESTIONNAIRE (Continued)

17. More troubleshooting of systems - indepth improve communication between mechanic and pilot - this makes for a smoother operation. (AVMT)

18. Give the student more information about the ability of getting a job after graduation - "It's really a demand for that specific field." (AVMT)

19. Would like to see a work study or on-the-job training section to this program. (BSAD)

20. Maple Woods should have an Industrial Management Career besides a Retail Management Career. (BSAD)

21. Emphasis of Labor relations in regard to present Labor-Management problems in contract bargaining and enforcement of the contract; arbitration etc. (BSAD)

22. I wish there had been computer courses at Maple Woods when I attended classes. (BSAD)

23. If there are prerequisites for a course, that prerequisite should be required prior to enrolling in ANY subsequent course. (BSAD)

24. Get office machines and offer courses; a degree should not have substitutes. (BSAD)

25. Teach more practical application and overall reality as opposed to the way things should be. (BSAD)

26. More business professors who are involved in their own business operations. (BSAD)

27. More television theory, wider variety of electrical theory in different fields. (ELTE)

28. It would be beneficial to receive practical experience before starting to work. (ELTE)

29. I have been unable to find that high-paying job so talked about in electronics; because of lack of experience. I think the program should be set up more on the line of an apprenticeship. (ELTE)

30. I think that with the growing increase in the use of computers and digital electronics, that additional courses in computer technology would be beneficial. (ELTE)

31. Make Lab more practical in the sense of working on radios or computers in the field - also push troubleshooting more in classes. (ELTE)

31. More emphasis on troubleshooting and I.C. technology. (ELTE)

SUGGESTIONS FOR PROGRAM CHANGE FROM STUDENT QUESTIONNAIRE (Continued)

32. Require more work on actual equipment (radios, etc.) besides lab work. (ELTE)

33. Place less emphasis on electrical for communications. Increase time available for computer and related fields of study. (ELTE)

34. More field experience. (ELTE)

35. I think other fields should be recognized besides communications. I feel everyone should take basic Math, Ohm's Law, AC-DC courses. Then branch to different fields - computers, communications, industrial, etc. (ELTE)

36. More time devoted to practical troubleshooting procedures. Less time spent on drawing load lines which I personally felt were impractical. In general though, the courses are fairly good. (ELTE)

37. More experience with actual equipment. (ELTE)

38. Excellent program and excellent instructors. (ELTE)

39. Due to recent advances in I. C. logic, more courses are needed in I. C. uses and functions. (ELTE)

40. Need a better course on digital application and operations applied as in TTL circuits, I. C. and transistors.

41. Due to the rapid increase in the use of digital electronics in all fields of electronics, more emphasis must be placed in this field. (ELTE)

42. In this field, logic circuits are used extensively - a more thorough study of these circuits would be very useful. (ELTE)

43. Not knowing what your program covers now; this is a little difficult to answer but as of when I was there, there was additional information needed in FET and I. C. functions and the control or circuit noise. (ELTE)

44. A course in computer technology in the last semester would have been beneficial to me. (ELTE)

45. More emphasis on logic and digital design. Inclusion of a computer programming course. (ELTE)

46. A course should be offered on basic troubleshooting procedures for electronic radios. (ELTE)

47. More digital and analog courses. (ELTE)

48. Design the program a little more toward transferring students to a 4-year institution. (MdMGT)

SUGGESTIONS FOR PROGRAM CHANGE FROM STUDENT QUESTIONNAIRE (Continued)

49. Have a better on-the-job set up. The one at present is very poor; you need someone to handle this and be his only job. (MdMGT)

50. I would like to see more rigid requirements for the course. Make it meet transfer requirements of other 4-year schools. (MdMGT)

51. Make sure, when placed on a job for career training, that a position you are promised is obtainable within a reasonable amount of time. (MdMGT)

52. I liked the program. (SECR)

53. I think a section on travel arrangements would be a good addition in one of your general secretarial courses. (SECR)

54. No suggestions except - experience is the best teacher.

55. Dictaphone training would be beneficial. (SECR)

56. Offer review courses. (SECR)

57. No matter where you work, you have to learn their program and processes. They are all different, as long as the basics are there, there is not too much of a problem. (SECR)

58. I failed to develop speed and efficiency that almost all employers desire. (SECR)

59. A good course in letter writing should be recommended. Also, a good course in basic business law and practices. (SECR)

60. Stress typing as much if not more as you did then. If anything, it will be very impressive in qualifying for a job. (SECR)

61. I, unfortunately, missed Business Management. I have learned three basic things though - coding my files, setting work priorities, and how to handle irate customers. (SECR)

62. Be more exact. (SECR)

63. A human relations course where one could become familiar with the problems that arise in dealing with the public. (SECR)

64. I feel the courses should deal more with class participation instead of so much homework. Working people run out of time for both. (SECR)

65. I suggest that you stress to your students the necessity that they present themselves at their best when applying for a job--come prepared. (SECR)

66. Medical Secretarial needs more emphasis on Medical Terminology; namely, Latin or Greek meanings. (SECR)

SUGGESTIONS FOR PROGRAM CHANGE FROM STUDENT QUESTIONNAIRE (Continued)

67. Concentrate a little more on letter writing - composing your own. Might give some information on how to deal with administration and supervisors. (SECR)

APPENDIX C

SUGGESTIONS FOR PROGRAM CHANGE FROM EMPLOYER QUESTIONNAIRE

SUGGESTIONS FROM THE EMPLOYER QUESTIONNAIRE

1. Your program is outstanding - you must be doing everything right. (SECR)

2. Need more opportunity for on-the-job application of skills being learned. Stress people-oriented skills (speech, psychology). (SECR)

3. Should learn blueprint reading and welding symbols. (AVMT)

4. Thank you for developing such a fine employee. (ELTE)

5. Allow student to see the actual workings of various industries and their operations. (MdMGT)

6. Keep up the good program - the student tries harder because they want to and there is a strong desire by him to achieve his goals. (MdMGT)

7. More emphasis on practical application and interpretation in Law Enforcement courses as opposed to theory and opinions of the instructor. (ADJU)

8. Attitudes are very important. (ADJU)

9. Have prospective law enforcement officers go through an assessment center conducted at your institution which would give prospective employers a guide on prospective applicants. (ADJU)

10. Extension classes in R. F. Distribution. (ELTE)

11. You appear to be doing a good job. (SECR)

12. Teach them to be outgoing rather than reserved. (ADJU)

13. Intensify criminal law courses (Federal, State and Local) and case preparation. (ADJU)

14. More practical application of what he has learned - more real world - better report writing training. (ELTE)

15. More emphasis on soldering technique and troubleshooting and repair on "State of the Art" equipment. Actual repair of equipment in a LAB is probably the most valuable part of a student's training. (ELTE)

16. Required speech class - Optional Medical Electronics class. (ELTE)

17. Very satisfied. (SECR)

18. The student should achieve greater pride in the work and enough confidence in same to enable him/her to have initiative. Programs should be established whereby the student, as an individual, is emphasized. Basics in grammar should be re-emphasized. (SECR)

APPENDIX D

SUMMARY OF OTHER METHODS FOR FIRST EMPLOYMENT

SUMMARY OF OTHER METHODS FOR FIRST EMPLOYMENT

1. Already employed before attending school (26 responses)
2. Just Graduated from Maple Woods Community College (1 response)
3. Maple Woods Community College Job Placement (4 responses)
4. Temporary Job Agency (1 response)

APPENDIX E

STUDY SCHEDULE

STUDY SCHEDULE

The following timeline was used for completing the project:

October 1974	Complete prospectus Receive Advisory Committee input Revise Prospectus, if needed Complete mailing list of 1970-74 graduates Prepare cover letter to be included with questionnaire Finalize questionnaire
November 1974	Accomplish first mailing of response instrument Follow-up post card (November 15) Follow-up letter (November 30), will include questionnaire
December 1974	Telephone for extended response (December 7) Mail questionnaires to employers and/or supervisors (December 15) Follow-up telephone call (December 30)
January 1975	Commence data tabulation and analysis (January 15)
February 1975	Submit first draft (February 1) of results to Advisory Committee Revise as necessary (February 15) and final draft
March 1975	Completed project (March 1)

APPENDIX F

QUESTIONNAIRE AND COVER LETTER
FOR STUDENT AND EMPLOYER

LETTERHEAD

Cover Letter for Student Questionnaire

Maple Woods Community College has completed its fifth year of operations. During that time, I have not had an opportunity to determine the degree of success of graduates from my program nor have I been able to determine if the course of study has adequately met student needs.

I would like to ask a favor of you. Will you please take a few moments to complete the enclosed survey form and return it in the self-addressed, stamped envelope?

Your prompt answer will assist me in reviewing the suitability of my program content in relation to the world of work and job requirements.

Sincerely,

OCCUPATIONAL GRADUATES
FOLLOW-UP QUESTIONAIRE

DIRECTIONS: Maple Woods Community College has a continuing interest in its graduates and would like to keep up with their progress. Your answers to the following questions will not only help us at the present time but will also be of value in planning for future years. You may be assured that your answers will be used only in a total report and will not identify you personally. Please answer all questions as completely as possible.

When you have completed the survey form, please place it in the enclosed self-addressed, stamped envelope and drop in the mail - NO POSTAGE REQUIRED.

1. At the present time, I am: (Please check all that apply)

   (___) a. Working full-time (___) b. Working part-time

   (___) c. Housekeeping (___) d. Military Service

   e. Going to school; where?_____
   (___) Full time
   What is your major?_____
   (___) Part time

   (___) f. Unemployed (If unemployed, skip to question 3)

2. If you are working, please complete the following for your present position.

   a. Firm or Employer_____

   b. Employer's Address_____

   _____

   c. Type of Business_____

   d. Your position and duties_____

   _____

   _____

   (If additional space is required, please use reverse side of page 3)

   e. Starting Date_____ Beginning Salary/mo._____

   Present Salary/mo._____

   f. Was your Maple Woods Community College training appropriate for your present position?

   (___) Yes (___) No (___) Partly

(Over Please)

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OCCUPATIONAL GRADUATES FOLLOW-UP QUESTIONAIRE

3. Please list the positions you have held since leaving Maple Woods Community College (do not include your present job, and please list these positions chronologically).

	Dates of Employment Mo/Yr	Name and Address of Employer	Type of Work Done	Salary Range/Mo.
(1st Job)	From _____	_____	_____ Start	_____
	To _____	_____	_____ End	_____
(2nd Job)	From _____	_____	_____ Start	_____
	To _____	_____	_____ End	_____
(3rd Job)	From _____	_____	_____ Start	_____
	To _____	_____	_____ End	_____
(4th Job)	From _____	_____	_____ Start	_____
	To _____	_____	_____ End	_____

4. In relation to your work since leaving Maple Woods Community College, the suitability of your courses to the job were:

(___) Excellent (___) Good (___) Fair (___) Poor

5. As a result of your experiences, do you have any suggestions for change that would make the program at Maple Woods Community College more suitable for the work situation?

(___) No (___) Yes (Please indicate below)

_____

_____

_____

(If additional space is required, please use reverse side of page 3)

6. In general, the instruction at Maple Woods Community College was:

(___) Excellent (___) Good (___) Fair (___) Poor

(Please continue to Page 3)

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OCCUPATIONAL GRADUATES FOLLOW-UP QUESTIONAIRE

7. The primary purpose for your enrollment at Maple Woods Community College was:

   (___) a. To upgrade your skills in your job performance

   (___) b. To prepare yourself for a career

   (___) c. To prepare yourself for a change in career

   (___) d. To prepare yourself for advancement in your employer's company

8. If unemployed, are you available for employment?

   (___) Yes (___) No

9. How did you obtain your first employment after graduation from Maple Woods Community College?

   (___) a. On your own

   (___) b. Instructor's assistance

   (___) c. Missouri Division of Employment Security

   (___) d. Private employment agency

   (___) e. Friend

   (___) f. Relative

   (___) g. Other (Please specify_____)

10. If college job placement services had been available when you graduated, would you have used them?

    (___) Yes (___) No

Please place the survey form in the enclosed self-addressed, stamped envelope and drop it in the mail. NO POSTAGE IS REQUIRED. Thank you for your help.

If you would like a copy of the report, please indicate your name and address below:

NAME_____
(First) (Middle) (Maiden) (Last)

ADDRESS_____
(Number) (Street)

_____
(City) (State) (Zip Code)

LETTERHEAD

Cover Letter for Employer Questionnaire

_____ has indicated on a college follow-up questionnaire that he/she is employed by you.

We are interested in determining the results of our efforts in training people for work. One of the ways we can assess the results is to ask employers their opinion of our graduate's performance.

Would you please take a moment and complete the enclosed assessment form and return it in the self-addressed, postage paid envelope?

Your help is greatly appreciated. Thank you.

Sincerely,

Donald L. Clark, Ed.D.
Director, Research & Development

DLC/pkb

Enclosure

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 13 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

EMPLOYER ASSESSMENT
OF OCCUPATIONAL GRADUATES

DIRECTIONS: Please mark in the appropriate space, your response to each question below. Your responses will be included with others in the final report and are guaranteed to be anonymous. Thank you for your help.

1. In terms of general job requirements, indicate the Maple Woods graduate's degree of preparation.

   ____ Excellent ____ Good ____ Fair ____ Poor

2. Indicate the level of skill performance of the Maple Woods graduate.

   ____ Excellent ____ Good ____ Fair ____ Poor

3. Indicate the attitude toward work of the Maple Woods graduate.

   ____ Excellent ____ Good ____ Fair ____ Poor

4. Do you have any suggestions that would help Maple Woods in preparing people for jobs?

   ____ Yes (Please indicate below) ____ No

   _____

   _____

   _____

   _____

   (If additional space is required, please use reverse side of this sheet)

5. Would you like to be placed on our Job Placement Services list?

   ____ Yes (Please indicate your name & address below) ____ No

   NAME _____

   TITLE _____

   COMPANY NAME _____

   ADDRESS _____

   CITY & STATE _____

   ZIP CODE _____